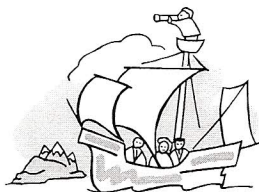


Table of Contents for Student Exhibition Folders

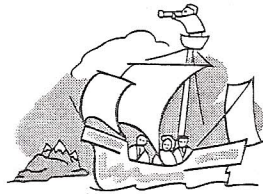
Contents	Page #'s
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Exhibition Rubric	1
My Roles	2
Requirements	3-4
What matters to me?	5
Essential Agreements	6
Individual Declaration of Academic Honesty	7
Central Idea and Lines of Inquiry	8
Key Concept Questions	9
My Action Plan Responsibilities	10
Resource Log	11-12
Interview Sheet	13
Reflection Logs	14-20
*Self-Assessment: Beginning of Exhibition	14
*Self-Assessment: Middle of Exhibition	15
*Self-Assessment: End of Exhibition	16
*Attitudes	17
*Learner Profiles	18
*Exhibition Reflection	19-20
Information/Resource Section	21-
Transdisciplinary Skills	21
Transdisciplinary Skill Descriptions	22
Exhibition Group Log 2011 (Powerpoint Notes)	23

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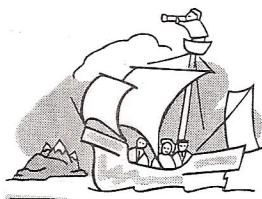
Indicators	Low	←	→	High
1. The exhibition is thoroughly planned well in advance and records are kept of the process.				
2. All students are actively and productively involved in the exhibition, from the planning stages to the action to the final presentation.				
3. The exhibition projects and process reflect all major features of the PYP program (PYP profile, attitudes, concepts, skills, etc.) and evidence is collected to demonstrate this.				
4. The exhibition incorporates a range of media and forms of expression, such as written work, media, presentations, performances, etc.				
5. The exhibition project is shared with members of the wider community in a variety of ways.				
6. There is adequate reflection on and assessment of the exhibition, with input from mentors, teachers, parents, and students.				
7. There is appropriate monitoring of the exhibition, with records kept of reflection, collaboration, and progress.				
8.				
9.				
10.				
11.				
12.				
Comments:				



My Roles

Being a student, (tick the box if you understand)

- ☐ know the **purpose and the requirements** of our exhibition;
- ☐ participate in selecting a real-life issue or problem for our exhibition;
- ☐ develop the inquiry by helping to decide on our own central idea, lines of inquiry and questions;
- ☐ plan learning and assessment experiences together with my team all through out our exhibition;
- ☐ carry out an inquiry into a real-life issue or problem;
- ☐ demonstrate our understanding of the elements of PYP (Learner profile and its attributes);
- ☐ show an understanding of the five essential elements: concepts, knowledge, skills, attitudes and action
- ☐ select and use a variety of strategies and resources (first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models, not just book or internet research);
- ☐ be honest by citing our sources of information;
- ☐ communicate effectively with teachers, peers and parents;
- ☐ reflect on the components of and processes involved in the exhibition: should keep a journal or portfolio of our planning, draft pieces of work, sketches and photographs of work in progress as well as the final product;
- ☐ carry out self-assessment and peer assessment; and,
- ☐ celebrate learning by presenting the exhibition to an audience.

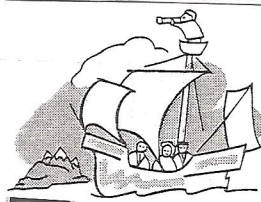


Requirements

PRESENTING THE EXHIBITION

Towards the end of our exhibition, I will need to think carefully about how I wish to present the results of my inquiries. I must always consider my presentation from other people's perspective.

- ☐ I made sure my presentation is clear.
- ☐ I am informed about the material I choose to present. I need to be able to answer any questions about it confidently.
- ☐ I used drawings and pictures to add to the clarity of the presentation.
- ☐ I discussed the presentation with my teacher and/or my mentor before I start working on it.
- ☐ And finally, I will celebrate my learning.

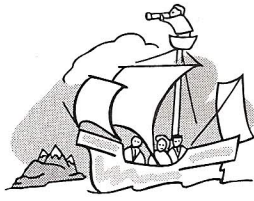


Requirements

REQUIREMENTS

My exhibition includes:

- ☐ examples of written work in a variety of formats and styles: poetry, reports, essays (word processed or handwritten)
- ☐ oral presentations, individually or in groups, to the school community
- ☐ uses of technology such as working models, ICT designs and science experiments
- ☐ performance or composition in any medium: dance, music, drama, visual arts, film, video or mixed media



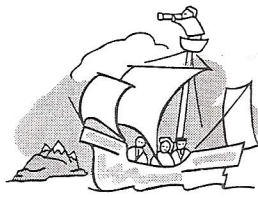
What matters to me?
The issue I have selected is:

Reflection on this issue:

I think this issue is important because...

I have noticed that...

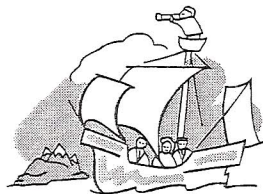
My main concern is...



Essential Agreements

WE AGREE TO:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓



Individual declaration of Academic Honesty

By signing this declaration I am confirming that I understand the meaning of 'plagiarism' and the meaning of 'collusion'.

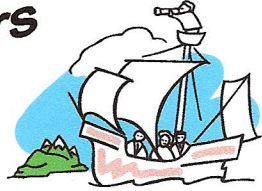
Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg. published books, periodicals, or the web) without due acknowledgement in the text.

Collusion is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of unauthorised collaboration with another person or persons.

I, _____ declare that for this submitted work:

- ☐ I did not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;
- ☐ I did not re-word the ideas of others without proper and clear acknowledgement;
- ☐ I did not write ideas or suggestions that originated from others and claim these as my own;
- ☐ I did not include words from other students' work without permission.

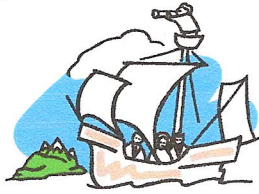
Signed: _____ Date: _____



Central Idea

Lines of Inquiry:

- _____
- _____
- _____
- _____



Key Concept Questions

Question #1:

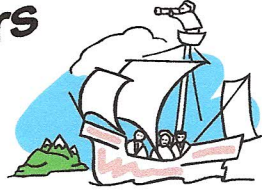
- _____
- _____
- _____

Question #2:

- _____
- _____
- _____

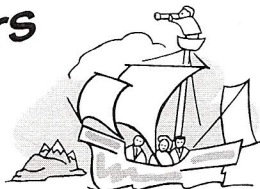
Question #3:

- _____
- _____
- _____



My Responsibilities

<u>Responsibility</u>	<u>Materials needed</u>	<u>Start Date</u>	<u>Due Date</u>

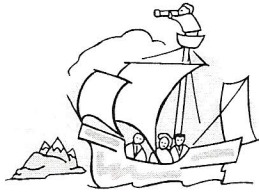


Resources

Author/Editor(s)	
Year	
Title	
Edition	
Publisher	
Place of Publication	
Page Number	
Author/Editor(s)	
Year	
Title	
Edition	
Publisher	
Place of Publication	
Page Number	
Author/Editor(s)	
Year	
Title	
Edition	
Publisher	
Place of Publication	
Page Number	

Newspaper

Author	
Title of article	
Date	
Name of Newspaper	
Page number	
Author	
Title of article	
Date	
Name of Newspaper	
Page number	



Resources

Websites

Author	
Date Retrieved	
Title	
URL	

Author	
Date Retrieved	
Title	
URL	

Author	
Date Retrieved	
Title	
URL	

CD ROM

Author	
Year of Publication	
Title (CD ROM)	
Edition	
Publisher	
Place of Publication	

Video

Author	
Date Retrieved	
Title	
URL	

Interview Sheet

Please use the interview sheet below to prepare for your interview.

Name of Interviewee: _____

Date of Interview: _____

Question #1: _____

Question #2: _____

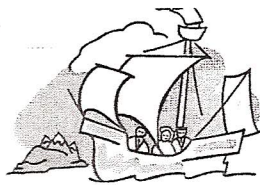
Question #3: _____

Question #4: _____

Question #5: _____

TIPS:

- Make sure the questions you ask are deep enough to get the interviewee to tell their story. You don't want one-word answers.
- Record your interviewee's responses on paper or with a recording device. It's okay to take notes for some answers, but remember you need to use some direct quotes.
- Your finished project should creatively tell your interviewee's story and include your personal reflections on the interview.

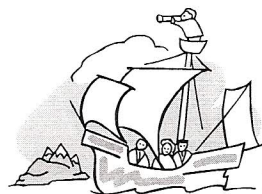


Self-Assessment

Here is my improvement in the PYP learner profiles:

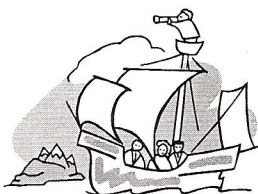
	Need to work on it!	Getting there!	Pretty good!	Out of sight!
INQUIRER →courageous, knows how to research and loves learning				
COMMUNICATORS →get and give ideas and information confidently				
RISK-TAKER →willing to try new things and stands-up for own beliefs				
KNOWLEDGEABLE →know a lot about important issues				
PRINCIPLED →honest, fair, just, takes learning seriously				
CARING →care about others at work, want to do good things and help others				
OPEN-MINDED →consider other people's ideas and listen to what others have to say				
WELL-BALANCED →enjoy doing lots of different things, have a good balance between study and play				
REFLECTIVE →look back on their work and try to improve where they need to				
THINKER →think before acting and before solving problems				

Choose 2 areas in which you think you have made the most improvement.
Comment on these areas giving specific examples as evidence of how you have improved.



Attitudes

Attitudes	I strive to be:	Evidence that I showed this
Appreciation	Appreciating the wonder and beauty of the world and its people.	
Enthusiasm	Enjoying learning.	
Respect	Respecting myself, others, and the world around me.	
Tolerance	Being considerate towards differences and diversity in the world and responsive to the needs of others.	
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.	
Commitment	Being committed to my learning, preserving and showing self-discipline and responsibility.	
Confidence	Feeling confident in my ability as a learner, having courage to take risks, applying what I learned and making appropriate decisions and choices.	
Creativity	Being creative and imaginative in my thinking and in my approach to problems and dilemmas.	
Curiosity	Being curious about the nature of learning and of the world, its people and cultures.	
Empathy	Imaginatively putting myself into another person's situation in order to understand one's thoughts, reasoning, and emotions.	
Independence	Thinking and acting independently, making my own judgement based on reasonable principles and being able to defend my judgements.	
Integrity	Having integrity and a firm sense of fairness and honesty.	

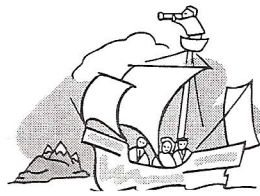


Learner Profiles

Profiles	I strive to be:	Evidence that I showed this
A communicator	I can express my feelings and thoughts and I can communicate in different languages. I use knowledge to solve problems.	
Caring	I show sensitivity towards the needs and feelings of others. I also show empathy towards other people and situations.	
Open-minded	I listen to other people's thoughts and ideas and I can accept that there is more than one way to look at things.	
Reflective	I am aware of my strengths and weaknesses. I also set goals for myself. I am aware of the effects of my actions and words on others.	
A thinker	I can apply thinking skills critically and creatively. I build on other people's ideas and I demonstrate original thinking.	
An inquirer	I ask a variety of questions, look for their answers and I seek out knowledge independently.	
Knowledgeable	I am curious to know about new things and I explore ideas. I construct meaning through active research/inquiry.	
A risk-taker	I am willing to make mistakes and try new things. I use good judgement and I act on my own initiative.	
Principled	I show honesty and I make good decisions. I accept responsibility for my actions and views. I stand up for what is right.	
Balanced	I learn about the importance of good health. I use time wisely and I develop organizational skills. I show awareness of my emotions and learn how to control them.	

We want to help you, our students, become internationally minded people who recognize your common humanity and share guardship of the planet, and help to create a better and more peaceful world.

MacFarlane Park
Explorers



Reflection

As I think about the ideas we discussed, it reminds me...

What surprised me was....

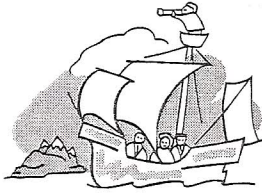
An idea I would like to investigate further is...

I learned that...

I'm still wondering about...

I plan to...

MacFarlane Park
Explorers



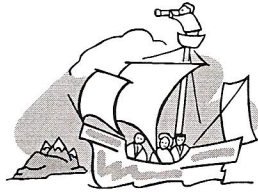
On the exhibition process

I came expecting...

I got....

I value....

I want next...



Transdisciplinary Skills

A. Thinking Skills

- Gaining knowledge
- Comprehending
- Applying
- Analyzing/Synthesizing
- Evaluating
- Dialectical thinking

B. Social Skills

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision-making
- Adopting a variety of group roles

C. Communication Skills

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Using non-verbal communication

D. Self-Management Skills

- Using motor skills
- Respecting others' personal space
- Being organized
- Using time wisely
- Being safe - ALWAYS
- Having a healthy lifestyle
- Following rules and procedures
- Making good choices

E. Research Skills

- Asking good questions
- Observing
- Planning
- Collecting data
- Recording data
- Organizing data
- Interpreting data
- Presenting research findings